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A STUDY OF THE TEACHER LOAD, CO-CURRICULAR ASSIGNMENTS,  
AND EDUCATIONAL PREPARATION FOR COURSES TAUGHT BY  
BUSINESS TEACHERS IN THE HIGH SCHOOLS OF THE  
UPPER PENINSULA OF MICHIGAN

by

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Bachelor of Science, 1970  
Northern Michigan University

An Independent Study

Submitted to

Dr. Robert N. Hanson, Professor

Business Education Department

of

Northern Michigan University

in partial fulfillment of the requirements

for the degree of

Master of Arts in Education

Marquette, Michigan

July  
1971

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## ABSTRACT

### A STUDY OF THE TEACHER LOAD, CO-CURRICULAR ASSIGNMENTS, AND EDUCATIONAL PREPARATION FOR COURSES TAUGHT BY BUSINESS TEACHERS IN THE HIGH SCHOOLS OF THE UPPER PENINSULA OF MICHIGAN

Steven G. Dixon, Master of Arts in Education

Northern Michigan University, 1971

#### Purpose

The purpose of this study was to determine the teacher load, co-curricular activities, and the educational background preparation for the courses taught by business teachers in the high schools of the Upper Peninsula of Michigan during the spring semester of 1971.

#### Method and Sources

Questionnaire-opinionnaires were sent to the 129 high school business teachers in the Upper Peninsula of Michigan on April 26, 1971. On May 20, 1971, follow-up questionnaire-opinionnaires were sent to those who had not yet responded. A total of 100 questionnaire-opinionnaires (77.52 percent) were returned.

#### Summary of Findings

An average of 11.58 years of teaching had been completed by the 100 business teachers.

The survey showed that first-year typewriting was taught

more than any other class with 115 classes (23.28 percent) of all classes. First-year bookkeeping was next with 54 classes (10.98 percent).

The average number of classes taught by business teachers in the survey was 4.94 per teacher. The average number of different preparations for each teacher was 3.49.

Teachers participated in an average of 3.55 co-curricular activities. They indicated that they spent an average of 4.48 hours per week on these activities.

Of the 26 co-curricular activities which teachers reported to have participated in, committee work with faculty members lead with 56 teachers participating (15.77 percent).

Sixty-three of the 100 business teachers had earned their bachelor's degrees from Northern Michigan University. Eleven of the teachers had received their bachelor's degrees from Ferris State College.

The years of graduation of the teachers ranged from 1927 to 1970, with 55 percent receiving their degrees since 1960.

Forty-seven of the 102 bachelor's degrees were Bachelor of Science in Business Education Degrees. This is 46.08 percent of the total bachelor's degrees. Of the 39 master's degrees received, 31 (84.62 percent) of the degrees were Master of Arts Degrees.

The leading academic major of the teachers was business education with 61 teachers (53.51 percent) of the 114 majors



represented. The leading minor was economics with 28 teachers (19.72 percent) of the 142 minors represented.

The academic background of 86 of the 100 teachers showed that of the semester hours completed in college business courses, 16.74 percent were completed in economics. Book-keeping (including accounting) was second with 15.92 percent.

## CHAPTER I

### INTRODUCTION

The Upper Peninsula of Michigan has 129 high school business teachers. Teacher load, co-curricular activities, and the educational background preparation of the courses which are being taught will in most cases vary from school to school and from teacher to teacher. There is a lack of research information about these factors.

#### Purpose of the Study

The purpose of this study was to determine the teacher load, co-curricular activities, and the educational background preparation for the courses taught by business teachers in the high schools of the Upper Peninsula of Michigan.

#### Need for the Study

The results of this study should prove especially beneficial to the beginning teacher or person who plans to teach business. From this research study they will have some idea of what to expect with respect to a teaching load, the frequency with which courses are taught, and the co-curricular assignments of business teachers in the Upper Peninsula of Michigan. It may also help them decide which

undergraduate and graduate courses might be selected for the courses that they hope to teach.

This study should also be of assistance to administrators of the schools because it provides guidelines for the average number of classes that a business teacher is required to teach and the average number of co-curricular activities in which they are involved in the Upper Peninsula of Michigan.

### Definitions

The following definitions apply to this study:

Co-curricular activities--Those activities and duties which are outside the normal teaching duties of the teacher whether or not the teacher is receiving pay for them.

Teacher load--The number of courses, title of courses, and the number of classes which are being taught by a particular teacher at the time of the study.

### Limitations

Limitations of this study are:

1. A 77.52 percent return of questionnaires.
2. The fact that many schools have more than one business teacher. Co-curricular activities and teaching load which are normally performed by one teacher may be shared by two or more.

### Delimitations

The study is delimited to:

1. Business teachers in the Upper Peninsula of Michigan.

2. Teacher load and co-curricular activities of teachers during the spring semester of 1971.

3. Information obtained through the use of a questionnaire-opinionnaire.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

A number of related studies have been completed dealing with teacher load, co-curricular activities, and the educational background preparation for the courses taught. However, no such study has been conducted of business teachers in the Upper Peninsula of Michigan.

In a study conducted by Grams, it was found that:

Beginning business teachers taught primarily the beginning or foundation courses of the business curriculum and nearly all of the respondents were teaching beginning typewriting classes during their first year of teaching. Co-curricular activities, sponsorship, and the handling of extra duties other than regular classroom work, were required of the majority of the beginning business teachers.<sup>1</sup>

A study by Piland dealt with the educational background of business teachers in the Public Community Junior Colleges of Illinois. Piland's findings showed:

One-half of the full-time business teachers involved in the study carried a fifteen-hour load. The three most frequently mentioned undergraduate and graduate majors were business education, business administration, and accounting.<sup>2</sup>

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<sup>1</sup>Kenneth P. Grams, "A Study of the Salary, Teaching Load, and Co-curricular Assignments of Beginning Business Teachers in Selected Chicago Suburban High Schools," M.S., Northern Illinois University (DeKalb), 1967.

<sup>2</sup>William Piland, "A Study to Determine the Educational and Occupational Backgrounds of Business Teachers in the Public Community Junior Colleges of Illinois," M.S., Northern Illinois University (DeKalb), 1967.

Of the junior high schools and high schools in the state of Wisconsin, Prokupek discovered that:

The subject most frequently taught in business education was typewriting which had 43.7 percent of the total business enrollment. Of the 427 high schools in Wisconsin, 415 (97.65 percent) offered first-year typewriting.

Bookkeeping was the second most frequently taught business subject in Wisconsin in 1960, with 19.6 percent of the total business enrollment.<sup>1</sup>

In a survey by Zilliox of salary, teaching load, and nonteaching duties of beginning business teachers in a selected group of Missouri high schools, Zilliox's findings showed that:

(a) The size of the classes taught by beginning business education teachers in Missouri varied from four to thirty-nine.

(b) Typewriting was taught by all beginning business education teachers in Missouri.

(c) The majority of beginning business teachers taught shorthand.

(d) All the beginning business education teachers in Missouri were assigned nonteaching duties in varying degrees. Some had very few activities and some had many. The average number of hours spent on nonteaching activities by beginning business teachers was thirty-six hours during the school year.<sup>2</sup>

---

<sup>1</sup>Dorothy Giese Prokupek, "A Study Showing the Business Education Enrollments, Subject Offerings, and Teacher Preparation and Experience in All High Schools and Ninth Grades of 7-9 Grade Junior High Schools in the State of Wisconsin for the Year 1960-61," M.S., University of Wisconsin (Madison), 1961.

<sup>2</sup>Robert L. Zilliox, "A Study of the Salary, Teaching Load, and Nonteaching Duties of Beginning Business Education Teachers in a Selected Group of Missouri High Schools," M.S., Kansas State College of Pittsburg, 1961.

In a comparison of the co-curricular duties of business teachers and academic teachers of English, mathematics, and science, Riess found:

Business teachers averaged a greater number of co-curricular duties (2.9 activities) than academic teachers (2.7 activities). Secondary teachers are usually assigned to co-curricular duties allied with their specific fields (business teacher - publications, duplicating, financial records; academic teacher - dramatics and forensics).

Most co-curricular duties were part of the contract (seventy-four percent): However, twenty-four percent of the co-curricular duties most likely to be reimbursed were newspapers, annual, athletics, coaching, forensics, and dramatics.<sup>1</sup>

A study by Herbert showed:

The top three business education subjects considering number of students enrolled, number of class periods offered, and percent of total business education subjects enrollment represented were: first-year typewriting; first-year book-keeping; and first-year shorthand, in that order.

Of the 1,031 high school business teachers in the 1964-1965 school year, two percent had less than four years of preparation, and twenty-two percent had more than four years.

A comparison with other subject area teachers showed that the educational preparation of business education teachers was very close to average.<sup>2</sup>

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<sup>1</sup>Donald Riess, "A Comparison of Extra-Curricular Duties Assigned to Business Teachers with Academic Teachers of English, Mathematics, and Science in the State of Wisconsin," M.S., University of Wisconsin (Madison), 1965.

<sup>2</sup>Mellanie Louise Herbert, "A Study Showing Enrollments and Subject Offerings in Business Education and Preparation and Experience of Business Teachers in Wisconsin Public High Schools in the 1964-1965 School Year," M.S., University of Wisconsin (Madison), 1965.

Perhaps one of the most conclusive studies of co-curricular activities of business education teachers was conducted by Smith. Among the more important of Smith's findings were:

(a) Business teachers are mostly trained in their field, teach between two and four subjects, have five classroom sections, and have a class enrollment average of 114.5 students, except in smaller schools where they usually have more subjects, but fewer students.

(b) The business teacher has an average of 3.2 co-curricular activities duties to perform, spends from one to nine hours per week on them, and most likely is not receiving compensation in the form of release time, but may receive some monies for the duties.

(c) Although ninety-three percent of the teachers reported that they performed these duties - most often listed were homeroom, class advisor, ticket sales, chaperone, and program duplication, and others - it appeared that the loads were fairly well distributed among all teachers since no outstanding correlation discrepancy could produce evidence of any inequity toward any group of teachers.<sup>1</sup>

In a somewhat similar study by Antonuccio, it was found:

The average number of hours a week spent on the various 110 nonteaching activities was five. In addition to this, each teacher averaged five teaching activities.<sup>2</sup>

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<sup>1</sup>Jack Fuller Smith, "Analysis of the Extra-Curricular Activities Duties Performed by Business Teachers in Northern Illinois During the Year 1964-1965," M.S., Northern Illinois University (DeKalb), 1966.

<sup>2</sup>Tomosina Antonuccio, "The Nonteaching Duties and Responsibilities of High School Business Teachers in Massachusetts," Ed. M., Boston University (Massachusetts), 1956.



Cowan completed a study in 1954 of non-teaching duties and responsibilities of business teachers in Maine. He found that:

The most frequently performed nonteaching duties were: acting as class sponsor, sponsoring the school newspaper, sponsoring the yearbook, record-keeping, sponsoring the business club, and coaching.

The average time spent on nonteaching activities during the school hours for all respondents was three hours and ten minutes per week. The average time spent on the activities during out-of-school hours for all respondents was eight hours.<sup>1</sup>

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<sup>1</sup>Herman G. Cowan, "The Non-Teaching Duties and Responsibilities of Business Teachers in Maine," Ed. M., Boston University, 1954.

## CHAPTER III

### PROCEDURES

After the names and addresses of the business teachers in the Upper Peninsula of Michigan were obtained, questionnaire-opinionnaires were sent on April 26, 1971, to 129 teachers regarding teacher load, co-curricular activities of teachers, and the educational background preparation for the courses taught. On May 20, 1971, follow-up questionnaire-opinionnaires were sent to those who had not yet responded. A cover letter (Appendix, page 28) explaining the purpose of the questionnaire-opinionnaires (Appendix, pages 29-31) was included on both dates.

From the 100 questionnaire-opinionnaires returned (77.52 percent), the mean number of years that business teachers have taught school and the mean number of years they have taught in their present school was determined. Next, the classes that the business teachers taught were ranked in order of frequency. From this information, the mean academic teaching load was determined.

From the information on the second part of the questionnaire-opinionnaire, the number and types of co-curricular activities of the business teachers were determined. The mean number of hours that the teachers spend on these co-curricular activities was also computed.

The third part of the questionnaire-opinionnaire dealt with the educational background of the business teachers. Percentage tables were prepared for the colleges that the teachers graduated from, the year graduated, degree or degrees held, and the majors and minors. A table was also prepared for the academic courses which the teachers indicated they had taken in their college work. These business courses were ranked in order according to the highest number of semester hours for each of the courses as earned by all teachers combined.

The last part of the questionnaire-opinionnaire was a suggestion and opinion section regarding college undergraduate and graduate work as well as shortcomings and new courses which could be offered. Much of this information was also arranged in table form.

## CHAPTER IV

### FINDINGS

Of the 129 questionnaire-opinionnaires sent to business teachers in the Upper Peninsula of Michigan, 100 replies (77.52 percent) were received. Of these 100 returns, certain portions of the questionnaire-opinionnaires were not usable in the survey.

The 62 men and 38 women in the survey had taught an average of 11.58 years each. The average number of years taught in their present schools was 9.52.

The teacher load information is presented in Table 1, page 12. The courses are arranged according to the number of classes of a particular course. It can be seen that first-year typewriting leads the list with 115 classes. This is 23.28 percent of the total classes taught by all business teachers in the survey.

First-year bookkeeping follows second with 54 classes or 10.98 percent of the total classes taught. In third place is general business or basic business with 43 classes or 8.70 percent.

Of the 100 returns, there were no business teachers who taught a data processing course.

The total number of classes taught by business teachers in the survey was 494 which averages 4.94 classes per teacher.

TABLE I

CLASSES TAUGHT BY  
BUSINESS TEACHERS

Classes	Number of classes	Percent
Typewriting, First-year	115	23.28
Bookkeeping, First-year	54	10.98
General Business or Basic Business	43	8.70
Shorthand, First-year	42	8.50
Typewriting, Second-year	37	7.49
Office Practice	28	5.67
Typewriting, Personal	24	4.86
Office Machines	22	4.45
Shorthand, Second-year	18	3.64
Business Arithmetic	15	3.04
Business Law	11	2.23
Economics	11	2.23
Clerical Practice	8	1.62
Business English	8	1.62
Coordinated Cooperative in Office Education	6	1.21
Coordinated Cooperative in Distributive Education	5	1.01
Secretarial Practice	5	1.01
Retailing	5	1.01
Home Economics	5	1.01
Distributive Occupations II	4	.81
Notehand	4	.81
Office Occupations I	3	.61
Drivers Education	3	.61
Salesmanship	2	.40
Recordkeeping	2	.40
Bookkeeping, Second-year	2	.40
Distributive Occupations III	2	.40
Office Occupations II	2	.40
American History	2	.40
Business Typewriting	2	.40
Business Economics	1	.20
Geography	1	.20
Biology	1	.20
Girls Physical Education	1	.20
Data Processing	0	
Total	494	100.00%

The average number of different preparations for each teacher was 3.49.

There were 26 various co-curricular activities which business teachers reported to have participated in during the spring semester of 1971. Table 2, below, shows that of the 355 total co-curricular activities for all business

TABLE 2  
CO-CURRICULAR ACTIVITIES  
PARTICIPATED IN BY  
BUSINESS TEACHERS

Co-Curricular Activities	Number	Percent
Committee work with faculty members	56	15.77
Chaperoning school activities	45	12.68
Conducting homeroom	41	11.55
Hall supervision	38	10.70
Organizing and/or teaching adult classes	30	8.45
Coaching athletic teams	17	4.79
Assisting or advising business clubs or activities	14	3.94
Assisting with school paper	14	3.94
Assisting or advising clubs other than business	13	3.66
Assisting or advising the junior class	12	3.38
Working with P.T.A.	10	2.82
Lunchroom supervision	10	2.82
Assisting with school yearbook	10	2.82
Assisting or advising the senior class	9	2.54
Assisting or advising the freshman class	8	2.25
Assisting or advising the sophomore class	6	1.69
Detention supervision after school	4	1.13
Fund-raising activities	3	.85
Scorekeeper for basketball games	3	.85
School bookstore	3	.85
Directing or assisting dramatic production	2	.56
School bargaining committee	2	.56
Ticket sales	2	.56
Assisting with debate team	1	.28
Cheerleader advisor	1	.28
Student council advisor	1	.28
Total	355	100.00%

teachers, committee work with faculty members ranked first with 56 of the teachers or 15.77 percent of the total co-curricular activities indicated. Chaperoning school activities followed with 45 teachers participating or 12.68 percent of the total co-curricular activities.

The average number of co-curricular activities that each teacher participated in was 3.55. The teachers indicated that they spent an average of 4.48 hours per week on these activities.

Of the 100 business teachers, 63 percent reported that they had graduated from Northern Michigan University. Ferris State College followed with 11 percent and the remaining 26 percent were spread out over 15 different colleges and universities as indicated in Table 3, page 15.

Table 4, page 15, shows the years of graduation of the 100 business teachers. Of these, 55 percent graduated since 1960 and the remaining 45 percent graduated as far back as 1927.

Of the 6 different bachelor's degrees indicated in Table 5, page 16, the Bachelor of Science in Business Education Degree was received by 46.08 percent of the 100 teachers. The Bachelor of Science Degree was next with 21.57 percent, followed by the Bachelor of Arts in Business Education Degree with 11.76 percent.

Two of the 100 teachers received 2 bachelor's degrees which brought the total to 102 degrees.

There were a total of 39 master's degrees indicated. The Master of Arts was received by 84.62 percent and the Master of Science by 15.38 percent.

TABLE 3

COLLEGES AND UNIVERSITIES  
FROM WHICH BACHELOR'S  
DEGREES WERE RECEIVED

College or University	Number	Percent
Northern Michigan University	63	63
Ferris State College	11	11
Central Michigan University	3	3
Whitewater State University	3	3
Western Michigan University	3	3
Michigan State University of Michigan	3	3
Eastern Michigan University	2	2
Wisconsin State University	2	2
University of Minnesota	1	1
Ohio State University	1	1
Illinois State University	1	1
Wayne State University	1	1
St. Cloud State	1	1
Southwest Missouri State	1	1
University of New York	1	1
Austin Peay State University	1	1
Total	100	100%

TABLE 4

YEARS IN WHICH BACHELOR'S  
DEGREES WERE RECEIVED

Year	Number	Percent	Year	Number	Percent
1970	4	4	1953	1	1
1969	6	6	1952	1	1
1968	10	10	1951	1	1
1967	8	8	1950	6	6
1966	2	2	1949	8	8
1965	2	2	1947	1	1
1964	6	6	1941	2	2
1963	2	2	1940	3	3
1962	8	8	1939	3	3
1961	2	2	1938	1	1
1960	5	5	1937	1	1
1959	3	3	1936	2	2
1958	1	1	1934	2	2
1957	3	3	1933	1	1
1955	2	2	1931	1	1
1954	1	1	1927	1	1
			Total	100	100%



TABLE 5

## DEGREES HELD BY BUSINESS TEACHERS

Degrees	Number	Percent
Bachelor of Science in Business Education	47	46.08
Bachelor of Science	22	21.57
Bachelor of Arts in Business Education	12	11.76
Bachelor of Science in Education	9	8.82
Bachelor of Arts	8	7.84
Bachelor of Arts in Business Administration	4	3.93
Total Bachelor Degrees	102	100.00%
Master of Arts	33	84.62
Master of Science	6	15.38
Total Master Degrees	39	100.00%

The 100 teachers had a total of 114 majors and 142 minors, Table 6, page 17. Business education was the major of 61 (53.51 percent) of the teachers. A business major followed in second place with 12 teachers (10.53 percent), and in close third place was the accounting major with 11 teachers (9.65 percent). The remaining 26.31 percent are spread out over 8 other majors: law, English, economics, history, secretarial science, management, marketing, and retailing.

Economics is the leading minor as indicated by 28 business teachers (19.72 percent). Twenty-one of the teachers (14.79 percent) had a minor in English. Accounting was next with 15 teachers (10.57 percent), and in fourth place is history with 13 teachers (9.15 percent). The remaining 45.77 percent are distributed over 14 other minors.

TABLE 6

ACADEMIC MAJORS AND MINORS  
OF BUSINESS TEACHERS

Majors	Number	Percent	Minors	Number	Percent
Business Education	61	53.51	Economics	28	19.72
Business	12	10.53	English	21	14.79
Accounting	11	9.65	Accounting	15	10.57
Law	8	7.01	History	13	9.15
English	6	5.26	Business Administration	12	8.45
Economics	6	5.26	Secretarial Science	11	7.75
History	4	3.51	Social Studies	8	5.63
Secretarial Science	3	2.63	Geography	8	5.63
Management	1	.88	Distributive Education	4	2.82
Marketing	1	.88	Speech	4	2.82
Retailing	1	.88	Marketing	4	2.82
			Science	3	2.11
			Math	3	2.11
			Management	2	1.41
			Law	2	1.41
			Physical Education	2	1.41
			Office Occupations	1	.70
			Psychology	1	.70
Total	114	100.00%	Total	142	100.00%

Table 7, page 18, shows college courses taken by business teachers. A number of the questionnaire-opinionnaires dealing with this section were unanswered or answered incorrectly. Of the 100 replies, only 86 were usable.

A total of 6,092 semester hours of college work was completed in business courses by the 86 teachers. Of these, 1,020 hours were completed in economics. This was the leading course with 16.74 percent. Bookkeeping (including accounting) followed with 970 semester hours (15.92 percent) and shorthand with 480 hours (7.88 percent). The remaining 59.46 percent was spread out over 20 other courses.

TABLE 7

COLLEGE COURSES TAKEN  
BY BUSINESS TEACHERS<sup>a</sup>

Course Title	Semester Hours	Percent
Economics	1,020	16.74
Bookkeeping	970	15.92
Shorthand	480	7.88
Law	432	7.09
Typewriting	424	6.96
Geography	388	6.37
Arithmetic	306	5.02
Business Principles	302	4.96
Management	250	4.10
Marketing	248	4.07
Office Machines	242	3.97
Communications	232	3.81
Cooperative Education	212	3.48
Office Training	148	2.43
Retailing	122	2.00
Advertising	110	1.81
Salesmanship	106	1.74
Data Processing	72	1.18
Notehand	8	.13
Stenograph Education	6	.10
Business Finance	6	.10
Business Psychology	4	.07
Money and Banking	4	.07
Total	6,092	100.00%

<sup>a</sup>Fourteen of the questionnaire-opinionnaires were either answered incorrectly or not at all on this part of the survey. This left a total of 86 usable replies.

The last part of the questionnaire-opinionnaire was designed to elicit opinions and recommendations. A number of the teachers didn't answer this part of the survey.

When asked what part of their undergraduate work they felt was of most benefit to them, 62 teachers responded (Table 8, page 19). Of these, 25 (40.32 percent) felt that practice teaching was of most benefit. Eleven teachers (17.74 percent) indicated accounting courses.

TABLE 8

UNDERGRADUATE WORK FELT  
TO BE OF MOST BENEFIT

Replies	Number of Replies	Percent
Practice teaching	25	40.32
Accounting courses	11	17.74
Business courses	9	14.52
Courses in field	6	9.68
Skill development courses	6	9.68
Methods courses	2	3.23
Teacher education courses	1	1.61
Economics courses	1	1.61
Business administration	1	1.61
Total	62	100.00%

Teachers were also asked what part of their undergraduate work they felt was of least benefit (Table 9, below). Twenty-seven (71.05 percent) of the teachers responding to this question indicate that they felt their education courses were of least benefit. Subjects not pertaining to their majors and Methods in Business Education tied for second place with 3 teachers (7.89 percent) indicating each.

TABLE 9

UNDERGRADUATE WORK FELT  
TO BE OF LEAST BENEFIT

Replies	Number of Replies	Percent
Education courses	27	71.05
Subjects not in major field	3	7.89
Methods in Business Education	3	7.89
Theory classes	2	5.27
Statistics	2	5.27
Law	1	2.63
Total	38	100.00%

The next few questions on the questionnaire-opinionnaire had to do with the teachers' graduate work. They were first asked what part of their graduate work they thought was of most benefit (Table 10, below). Business courses and vocational education courses were each indicated by 5 teachers or 23.81 percent for each reply. Of the 21 replies, 4 of the teachers (19.06 percent) indicated that seminar-type classes were of most benefit. The remaining 33.32 percent were divided among 5 other replies.

TABLE 10  
GRADUATE WORK FELT TO BE  
OF MOST BENEFIT

Replies	Number of Replies	Percent
Business courses	5	23.81
Vocational education courses	5	23.81
Seminar-type classes	4	19.06
Class projects	2	9.52
Subjects in field	2	9.52
Classes in guidance	1	4.76
Data processing	1	4.76
Office machines	1	4.76
Total	21	100.00%

Table 11, page 21, shows 3 replies to the question asking what part of their graduate work they felt was of least benefit. Of the 22 that answered, 18 (81.82 percent) indicated education courses of least benefit. Three teachers (13.64 percent) thought that papers required for a degree were of least benefit and 1 teacher (4.54 percent) indicated economics courses.

TABLE 11

GRADUATE WORK FELT TO BE  
OF LEAST BENEFIT

Replies	Number of Replies	Percent
Education courses	18	81.82
Papers required for degree	3	13.64
Economics courses	1	4.54
Total	22	100.00%

Teachers were next asked what changes they felt could be made in colleges and universities to correct any shortcomings. Of the 55 teachers who answered this part of the questionnaire-opinionnaire, 17 (30.91 percent) thought that more practice teaching experience should be offered. Nine of the teachers (16.35 percent) felt that education courses should be made more meaningful. The remaining 29 teachers replied with a total of 14 suggestions (Table 12, page 22).

Eleven teachers answered the question asking them to list any extension courses which they would like to see Northern Michigan University offer. Four of these indicated vocational education courses and each of the following was listed once: administration classes, auditing course, budgeting course, guidance and counseling, taxation course, more general education courses, and more graduate business courses.

The teachers in the survey were then asked what summer courses they would like to see Northern Michigan University offer. Of the 8 teachers who answered this part of the

TABLE 12

CHANGES THAT TEACHERS FELT COULD BE MADE IN COLLEGES  
AND UNIVERSITIES TO CORRECT ANY SHORTCOMINGS

Replies	Number	Percent
More practice teaching experience.	17	30.91
Make education courses more meaningful.	9	16.35
Field trips to schools to view teaching.	4	7.27
Have teachers from field come in to talk about problems, testing, lesson plans, etc.	4	7.27
There are too many unneeded courses.	4	7.27
Streamline curriculum with emphasis on major fields.	3	5.45
Less busy work.	2	3.64
Make business teachers qualified to teach all subjects in field.	2	3.64
Northern Michigan University should make the Sault area an extension center for graduate work.	2	3.64
Up-date methods courses.	2	3.64
Business and economics should be in the same department.	1	1.82
Encourage students to join professional organizations.	1	1.82
Minor in different field.	1	1.82
More classes in psychology and more emphasis on innovative educational programs.	1	1.82
Practice teaching sophomore year.	1	1.82
Less duplication of material.	1	1.82
Total	55	100.00%

questionnaire-opinionnaire, 4 indicated data processing. The remaining 4 teachers thought that the following summer courses should be offered: distributive education simulation, seminars in business, cooperative education, and more four-week independent study courses.

Finally, the teachers were asked if there were any workshops that they would like to see Northern Michigan University offer. Of the 9 teachers who answered this part of the

questionnaire-opinionnaire, 2 listed data processing and 2 indicated a seminar of problems in teaching. The remaining 5 teachers thought that the following workshops should be offered: banking and insurance, economics, practical seminars, simulation in office occupations, and a summer cooperative program for teachers of business.



## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

A questionnaire-opinionnaire was sent to 129 high school business teachers in the Upper Peninsula of Michigan. One hundred teachers (77.52 percent) responded to the questionnaire-opinionnaire.

An average of 11.58 years of teaching had been completed by the 100 business teachers.

The survey showed that first-year typewriting was taught more than any other class with 115 classes (23.28 percent) of all classes. First-year bookkeeping was second with 54 classes (10.98 percent).

The average number of classes taught by business teachers in the survey was 4.94 per teacher. The average number of different preparations for each teacher was 3.49.

Teachers participated in an average of 3.55 co-curricular activities. They indicated that they spent an average of 4.48 hours per week on these activities.

Of the 26 co-curricular activities which teachers reported to have participated in, committee work with faculty members lead with 56 teachers participating (15.77 percent).

Sixty-three of the 100 business teachers had earned their bachelor's degrees from Northern Michigan University.

Eleven of the teachers had received their bachelor's degrees from Ferris State College.

The years of graduation of the teachers ranged from 1927 to 1970, with 55 percent receiving their degrees since 1960.

Forty-seven of the 102 bachelor's degrees were Bachelor of Science in Business Education Degrees. This is 46.08 percent of the total bachelor's degrees. Of the 39 master's degrees received, 31 or 84.62 percent of the degrees were Master of Arts Degrees.

The leading academic major of the teachers was business education with 61 teachers or 53.51 percent of the 114 majors represented. The leading minor was economics with 28 teachers or 19.72 percent of the 142 minors represented.

The academic background of 86 of the 100 teachers showed that of the semester hours completed in college business courses, 16.74 percent were completed in economics. Book-keeping (including accounting) was second with 15.92 percent.

When asked what part of their undergraduate work they felt was of most benefit, 25 of 62 respondents, or 40.32 percent, indicated practice teaching. Accounting courses were indicated by 11 teachers (17.74 percent).

Twenty-seven teachers (71.05 percent) indicated that they felt their education courses were the least beneficial part of their undergraduated work.

When asked what part of their graduate work they thought was of most benefit, 5 teachers (23.81 percent) indicated business courses. The same number indicated vocational education courses.

Eighteen teachers (81.82 percent) indicated that education courses were the least beneficial part of their graduate work.

Teachers offered 16 various suggested changes that could help colleges and universities correct shortcomings. Of the 55 replies, 17 (30.91 percent) suggested more practice teaching experience. Nine of the teachers (16.35 percent) thought that education courses should be made more meaningful.

### Conclusions

The results of this survey show that there is a strong possibility that a business teacher in the Upper Peninsula of Michigan will be teaching at least one first-year typewriting class. Teachers in the Upper Peninsula will probably teach more classes of different types and participate in more co-curricular activities than will teachers in larger schools.

It is evident from the study that high school hiring personnel of the Upper Peninsula are employing more graduates from Northern Michigan University than any other college or university.

Over half of the business teachers in the survey have taught less than ten years, and yet, an unusually high percentage of teachers have received their master's degree.

### Recommendations

The study indicates that new business teachers should be prepared to teach a wide range of business courses and participate in a number of co-curricular activities.

## APPENDIX

April 26, 1971

In order to provide certain information to Northern Michigan University's Business Education Department, a survey is being conducted of business teachers in the Upper Peninsula of Michigan.

The purpose of this study is to determine the teacher load, extra-curricular activity load, and the educational background of teachers for the various courses taught in the high schools of the Upper Peninsula.

Would you please fill in the enclosed questionnaire and return it at your earliest convenience in the self-addressed, stamped envelope. All information supplied will be kept confidential. Your cooperation will be greatly appreciated.

Sincerely yours,

A handwritten signature in cursive script that reads "Steven Dixon".

Steven Dixon

Enclosures: Questionnaire  
Stamped envelope

# QUESTIONNAIRE

## General Information

Name \_\_\_\_\_ Sex \_\_\_\_\_

School you are presently teaching at \_\_\_\_\_

Number of years you have taught high school \_\_\_\_\_

Number of years you have taught in present school \_\_\_\_\_

## Teacher Load Information

Indicate the number of sections that you teach for each course shown below. Also indicate any double-period courses.

If a course you teach is not listed, please include it at the bottom of the list whether it is a business course or non-business.

_____ Bookkeeping, First-year	_____ Retailing
_____ Bookkeeping, Second-year	_____ Salesmanship
_____ Business Arithmetic	_____ Secretarial Practice
_____ Business Economics	_____ Shorthand, First-year
_____ Business English	_____ Shorthand, Second-year
_____ Business Law	_____ Typewriting, First-year
_____ Clerical Practice	_____ Typewriting, Second-year
_____ Coordinated Cooperative	_____ Typewriting, Personal
_____ in Distributive Education	
_____ Coordinated Cooperative	Other courses:
_____ in Office Education	_____
_____ Data Processing	_____
_____ Economics	_____
_____ General Business or	_____
_____ Basic Business	
_____ Notehand	
_____ Office Machines	
_____ Office Practice	
_____ Recordkeeping	

### Extra-Curricular Activities

Please check the following extra-curricular activities in which you have participated during the 1970-1971 school year.

\_\_\_\_\_ Assisting or advising business clubs or activities  
Please list: \_\_\_\_\_

\_\_\_\_\_ Assisting or advising clubs other than business  
Please list: \_\_\_\_\_

\_\_\_\_\_ Assisting or advising the freshman class  
\_\_\_\_\_ Assisting or advising the sophomore class  
\_\_\_\_\_ Assisting or advising the junior class  
\_\_\_\_\_ Assisting or advising the senior class  
\_\_\_\_\_ Assisting with debate team  
\_\_\_\_\_ Assisting with school paper  
\_\_\_\_\_ Assisting with school yearbook  
\_\_\_\_\_ Chaperoning school activities  
Please list: \_\_\_\_\_

\_\_\_\_\_ Coaching athletic teams  
Please list: \_\_\_\_\_

\_\_\_\_\_ Conducting homeroom  
\_\_\_\_\_ Detention supervision after school  
\_\_\_\_\_ Directing or assisting dramatic production  
\_\_\_\_\_ Hall supervision  
\_\_\_\_\_ Lunchroom supervision  
\_\_\_\_\_ Organizing and/or teaching adult classes  
\_\_\_\_\_ Committee work with faculty members  
\_\_\_\_\_ Working with P.T.A.

Others:

Please list: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

On the average, how many hours a week do you spend on extra-curricular activities? \_\_\_\_\_

### Educational Background Information

College graduated from \_\_\_\_\_

Year graduated \_\_\_\_\_

Please check the degree or degrees which you hold.

☐ Bachelor of Arts  
☐ Bachelor of Arts in Business Administration  
☐ Bachelor of Arts in Business Education  
☐ Bachelor of Science  
☐ Bachelor of Science in Business Education  
☐ Bachelor of Science in Education  
☐ Master of Arts  
☐ Master of Science

Others: \_\_\_\_\_

College major or majors \_\_\_\_\_

College minor or minors \_\_\_\_\_

Check college courses which you have taken by indicating semester credits or quarter credits for each course. Since some course titles are similar and may cover a broad number of courses, please check the title closest to the ones you have taken.

<input type="checkbox"/> Advertising	<input type="checkbox"/> Law
<input type="checkbox"/> Arithmetic	<input type="checkbox"/> Management
<input type="checkbox"/> Bookkeeping	<input type="checkbox"/> Marketing
<input type="checkbox"/> Business Principles	<input type="checkbox"/> Notehand
<input type="checkbox"/> Communications	<input type="checkbox"/> Office Machines
<input type="checkbox"/> Cooperative Education	<input type="checkbox"/> Office Training
<input type="checkbox"/> Data Processing	<input type="checkbox"/> Retailing
<input type="checkbox"/> Economics	<input type="checkbox"/> Salesmanship
<input type="checkbox"/> Geography	<input type="checkbox"/> Shorthand
Others: _____	<input type="checkbox"/> Typewriting

What part of your undergraduate work do you feel was of most benefit to you? \_\_\_\_\_

Of least benefit? \_\_\_\_\_

What part of your graduate work do you feel was of most benefit to you? \_\_\_\_\_

Of least benefit? \_\_\_\_\_

What changes do you feel can be made in colleges or universities to correct any shortcomings? \_\_\_\_\_

Please list any extension courses which you would like to see Northern Michigan University offer. \_\_\_\_\_

Summer courses: \_\_\_\_\_

Workshops: \_\_\_\_\_



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